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## OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau  
Superintendent

July 2009

Montana Comprehensive Assessment System

**MontCAS**  
**Presents**

### Tentative Formative Assessment Online Course Outline

#### Classes:

3:30 pm - 5:00 pm Mountain Time Alternate Thursdays, August 20 – December 3, 2009

#### Learning Communities:

3:30 pm - 5:00 pm Mountain Time Alternate Thursdays, Sept. 3 – November 12, 2009

#### Introduction

The purpose of this course is to increase your understanding of formative assessment and to help you become a skillful user of formative assessment in your classroom.

In this course, you will closely examine the process of formative assessment. In addition to reviewing the research base for formative assessment, you will focus on all the attributes of effective formative assessment and how they are implemented effectively in the every day practices of teachers. You will also address the purposes of assessment and the relationship between assessment for formative and summative purposes. You will have the opportunity to learn from national experts in formative assessment and to hear about other teachers' experiences in implementing formative assessment in their classrooms.

*"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."*

Every other Thursday, you will be assigned follow-up reading and an assignment related to the reading. You will also be given a “partner” for the course and will participate with the partner during facilitated online learning communities on alternate weeks. Some of the assignments involve providing feedback to and receiving feedback from your partner and the learning community. This will not only give you the opportunity to share your thinking with a colleague but also to practice giving effective feedback, which is so important for formative assessment. On occasion, you will be asked to post questions or comments from your assignments on the course website.

You will also be asked to try implementing some of what you are learning in your school/classroom and to post notes on the website about what you tried, how it worked and what you might do next time to improve. Posting your notes will give all the course participants the opportunity to learn from each other.

All the sessions will be delivered online. After registration for the course, you will receive instructions for accessing it. The platform for the course is Adobe Connect which is supported by the Office of Public Instruction. Classes and learning communities will be conducted through Adobe Connect. In order for participants to connect and listen to the sessions, they must have Adobe Flash Player, which is already installed on 98% of computers today, and speakers.

### **Presenters**

- Margaret Heritage, CRESST (Center for Research on Evaluation, Standards, and Student Testing), UCLA, will conduct the course.
- Judy Snow, Montana State Assessment Director, will coordinate the course.
- Northwest Comprehensive Center specialists will facilitate the learning communities.
- National and Montana educators will present during the sessions.

### **Course Text**

J. Gardner (Ed.). *Assessment and Learning*. London: SAGE publications Ltd. (2006)

NOTE: The course text will be provided to registrants while the supply lasts. OPI will verify registration by August 12 to enable shipping the texts.

**Other Assigned Readings: (These will be available online or provided to participants)**

- Black, P. J. & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 8(2): 139-148.
- Heritage, M. (2008, February). *Learning progressions: Supporting instruction and formative assessment*. Washington DC, Chief Council of State School Officers.
- Shepard, L.A. (2005). Linking Formative Assessment to Scaffolding. *Educational Leadership*, 63(3): 66-71.

**Credits and Renewal Units**

- The class may be taken for 3 graduate credits through Montana State University. After the online registration for the class on the Office of Public Instruction (OPI) website is confirmed, OPI will send registrants the information for registration at MSU as well.
- Options for renewal units:
  1. Full attendance at all sessions and learning communities. Participation in the regular class sessions and the learning communities, 21 units
  2. Full attendance at all sessions, 12 units
  3. Attendance at selected sessions, number or units dependent on number of sessions. Full attendance at a session equals 1.5 units.

During registration for the class, you will have an opportunity to choose one of the options. Details regarding verification of participation will be available when the class begins.

## COURSE OUTLINE

DATE	OBJECTIVES	CONTENT	ASSIGNMENTS
8/20	<ol style="list-style-type: none"> <li>1. <i>Learn about the process of formative assessment</i></li> <li>2. <i>Learn about the criteria for using quality tools in the formative assessment process</i></li> <li>3. <i>Gain an understanding of the theoretical and research base for formative assessment</i></li> </ol>	<ul style="list-style-type: none"> <li>• Overview of the process of formative assessment</li> <li>• Research/theoretical base for formative assessment</li> <li>• Steps to create a classroom culture for formative assessment the first month of school.</li> </ul> <p><u>Presenter:</u> Margaret Heritage, CRESST/UCLA</p>	<p><u>After the session:</u> Read Black, P. J. &amp; Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. <i>Phi Delta Kappan</i>, 8(2): 139-148</p> <p>Reflection questions:</p> <ol style="list-style-type: none"> <li>1. What headline would you write to describe the research on the impact of formative assessment on student learning? (Post on website)</li> <li>2. From your reading of the article, identify one big idea about formative assessment?</li> <li>3. Do you agree with the statement on page 10 that “each teacher must find his or her own ways of incorporating” formative assessment practices “into his or her own patterns of classroom work? If so, why? If not, why not?</li> </ol>
8/27	<i>Repeat of the 8/20 session</i>		
9/3	<i>Learning Community</i>	Facilitated discussion of 8/20 or 8/27 content and preparations for classroom culture.	Reflection questions from 8/20 or 8/27 session
9/10	<ol style="list-style-type: none"> <li>1. <i>Gain an understanding of comprehensive assessment systems</i></li> <li>2. <i>Learn about the relationship between the use of assessment for formative and summative purposes</i></li> <li>3. <i>Learn about the experiences of Montana teachers in implementing formative assessment</i></li> </ol>	<ul style="list-style-type: none"> <li>• What a comprehensive assessment system is</li> <li>• The purpose of assessments in the system</li> <li>• The use of assessment for formative and summative purposes</li> </ul> <p><u>Presenters:</u> Margaret Heritage,</p>	<p><u>After session:</u> Read Chapter 6: Harlen, W. On the relationship between assessment for formative and summative purposes. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd. (2006)</p> <ol style="list-style-type: none"> <li>1. Write a brief evaluation of the assessments you use in your teaching or in your school in terms of how well these assessments serve formative or summative purposes. Share this evaluation with your partner. Partners provide feedback.</li> <li>2. Write 2 sentences about what you learned from</li> </ol>

		CRESST/UCLA  Panel of MT teachers TBA	this exercise and post on the website.
9/17	<i>Learning Community</i>	Facilitated discussion of 9/10 content. Update on preparations for classroom culture.	Assignments from 9/10 session.
9/24	<ol style="list-style-type: none"> <li>1. Gain an understanding of how learning progressions support instruction and formative assessment</li> <li>2. Learn about different perspectives on how learning progressions can be constructed</li> <li>3. Gain an understanding of how to determine learning goals and success criteria</li> </ol>	<ul style="list-style-type: none"> <li>• Learning progressions</li> <li>• Learning goals and success criteria</li> </ul> <p><u>Presenters:</u> W. J. Popham, UCLA Margaret Heritage, CRESST/UCLA</p>	<p><u>After the session:</u> Read Heritage, M. (2008, February). <i>Learning progressions: Supporting instruction and formative assessment</i>. Washington DC, Chief Council of State School Officers.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. Write 3 things you learned about learning progressions from your reading of the paper.</li> <li>2. Write 2 things you are still wondering about learning progressions.</li> <li>3. Write 1 thing you would like to know more about learning progressions (post this on the website)</li> </ol>
10/1	<i>Learning Community</i>	Facilitated discussion of 9/24 content. Update on formative assessment plans and progress in the classroom. .	Reflection questions from 9/24 session.
10/8	<ol style="list-style-type: none"> <li>1. Gain an understanding of assessment quality as it applies to formative assessment</li> <li>2. Learn about how to plan formative assessment strategies as part of instruction</li> </ol>	<ul style="list-style-type: none"> <li>• Planning formative assessment</li> <li>• Assessment quality in formative assessment</li> </ul> <p><u>Presenters:</u> Margaret Heritage, CRESST/UCLA Ellen Osmundson, CRESST/UCLA</p>	<p><u>After the session:</u> Read Chapter 8: Stobart, G. (2006). The validity of formative assessment. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. From your reading of the chapter, identify one big idea about validity as it applies to formative assessment?</li> </ol>

			2. What surprised you when you read the chapter? Share this reaction with your partner. Partners provide response.
10/15	<i>No learning community meeting—MEA-MFT Conference</i>		
10/22	<ol style="list-style-type: none"> <li>1. Learn about the zone of proximal development as it relates to the idea of the “gap” in formative assessment</li> <li>2. Learn about differentiating instruction in response to formative assessment evidence</li> <li>3. Learn about the relationship of RTI to formative assessment</li> </ol>	<ul style="list-style-type: none"> <li>• The gap in formative assessment and how it relates to the zone of proximal development</li> <li>• Interpreting evidence</li> <li>• Differentiating instruction form assessment information</li> <li>• RTI and formative assessment</li> </ul> <p><u>Presenters:</u> Margaret Heritage, CRESST/UCLA Gabriela Cardenas, Olivia Lozano, Alejandra Santini, Para Los Ninos Elementary Charter School, Los Angeles MT Presenter: TBD</p>	<p><u>After the session:</u> Read Shepard, L.A. (2005). Linking Formative Assessment to Scaffolding. <i>Educational Leadership</i>, 63(3): 66-71.</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. How would you summarize the relationship between formative assessment and scaffolding?</li> <li>2. Write a brief reaction to Shepard’s idea of a ‘learning classroom.’ Share this reaction with your partner. Partners provide feedback.</li> <li>3. Write 2 sentences about what you learned from this exercise and post on the website</li> </ol>
10/29	<i>Learning Community</i>	Facilitated discussion of 10/22 content.	Reflection questions from 10/8 and 10/22 sessions.
11/5	<ol style="list-style-type: none"> <li>1. Gain an understanding of research on feedback</li> <li>2. Learn about the characteristics of effective feedback</li> <li>3. Gain an understanding of how formative feedback relates to other aspects of formative assessment</li> <li>4. Practice evaluating the quality of feedback</li> </ol>	<ul style="list-style-type: none"> <li>• Research on feedback</li> <li>• Characteristics of feedback</li> <li>• Evaluating feedback</li> </ul> <p><u>Presenter:</u> Caroline Wylie, ETS</p> <p>Panel report on the <i>MontCAS Presents</i> online writing pilot</p>	<p><u>After session:</u> Read Chapter 4: Harlen, W. The Role of assessment in developing motivation for learning. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd. (2006).</p> <ul style="list-style-type: none"> <li>• From your reading of the chapter, identify two big ideas about feedback in formative assessment?</li> </ul>

		projects.	<ul style="list-style-type: none"> <li>Write a paragraph about how your current practice reflects or does not reflect characteristics of effective feedback</li> </ul>
11/12	<i>Learning Community</i>	Facilitated discussion of 11/5 content.	Assignments from 11/15 session.
11/19	<ol style="list-style-type: none"> <li>1. <i>Learn about how students are involved in the assessment process</i></li> <li>2. <i>Gain an understanding of student metacognition, motivation and self-regulation in relation to formative assessment</i></li> <li>3. <i>Learn about strategies to involve your students in the assessment process</i></li> </ol>	<ul style="list-style-type: none"> <li>Involvement of students in formative assessment</li> <li>Formative assessment, student motivation and self-regulation</li> </ul> <p><u>Presenter:</u> Richard Stiggins, ETS</p>	<b>TBA</b>
12/3	<ol style="list-style-type: none"> <li>1. <i>Learn about teachers' changes in practice as a result of implementing formative assessment in their classroom</i></li> <li>2. <i>Reflect on changes you have made in your classroom</i></li> <li>3. <i>Learn about ways in which you can continue to develop formative assessment practices</i></li> </ol>	<ul style="list-style-type: none"> <li>Panel discussion on changes made in teacher practice as a result of formative assessment professional development</li> <li>Strategies for continuing to develop formative assessment practices</li> </ul> <p><u>Presenters:</u> Margaret Heritage, CRESST/UCLA Teachers from Syracuse City School District, NY:TBD</p>	<p>For those completing the course for credit: Read Chapter 5: Black, P. &amp; Wiliam, D. (2006). Developing a theory of formative assessment. In J. Gardner (Ed.). <i>Assessment and Learning</i>. London: SAGE publications Ltd</p> <p>Write a one-page reaction to the chapter focusing on what you regard as the most important part of a theory of formative assessment and explaining why.</p>